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ABSTRACT

The purpose of this workshop, composed of 22 participants representing public and private institutions in eight states and the District of Columbia, was to provide an over-view of many important areas of concern to the community college administrator. They include the role of community colleges in higher education, trends in the community college movement, expectations of the colleges by business and industry, establishing and developing new community colleges, student personnel services, federal programs, and management information services. (CA)

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A WORKSHOP IN COMMUNITY COLLEGE ADMINISTRATION PROCEEDINGS 1970

JC 710 152

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INTRODUCTION

In February, 1968, the School of Education at the University of Colorado received a grant from the W. K. Kellogg Foundation to establish the Mountain-Plains Community College Leadership Program. This year we held our third summer workshop under the auspices of the Community College Leadership Program on the University of Colorado campus, July 20 - August 31, 1970. The workshop enrolled twenty-two participants representing public and private institutions in eight states and the District of Columbia.

The workshop was directed by Dr. Ed Beaty, President, Aims College, Greeley, Colorado, and a visiting professor of higher education at the University of Colorado for the summer term.

The purpose of the workshop was to provide participants with an overview of many of the important areas of concern to the community college administrator, and an opportunity to study several of these areas in depth. General areas of study included general administrative problems, planning, management information systems and federal programs.

The staff of the Mountain-Plains Community College Leadership Program wishes to express its appreciation to the participants as well as to the guests who made presentations to the workshop. A special note of thanks is due Dr. Ed Beaty for planning and directing the workshop.

Joseph A. Malik
Thomas M. Shay

Monday, July 20 Recorder: Alan Workman

Morning Session

Discussion Leader: Dr. Ed Beaty, President, Aims College, Greeley

Topic: "The Role of the Community College in Higher Education"

Dr. Beaty gave an introduction to the day's topic and introduced the participants of the panel discussion. They were: Dr. Darrell Holmes, President of the University of Northern Colorado; Dr. George Rainsford, Assistant to the President, University of Colorado; and Dr. Frank Lakin, Vice President for Academic Affairs, University of Northern Colorado.

Dr. Beaty then discussed the Carnegie Corporation Report on community college growth. He asked if the community college would be essentially taking over the first two years of a university education.

Dr. Holmes discussed the establishment of Aims Community College. Although there was some hesitation on the part of the Colorado Commission on Higher Education, the voters of Weld County overwhelmingly established a definite need for a community college. They actively voted for the establishment of the college. Dr. Holmes suggested that: (a) the community college should not provide a "pegged access" but should provide opportunity, and (b) the "salvage function" of community colleges must be realized.

Dr. Beaty then discussed the problem of articulation between the community college and the universities.

Dr. Lakin stated that the university does not take a close look at its general education requirements; its concern is very much toward graduate education. He stated there would be more flexibility in the near future.

Dr. Rainsford, in discussing the open-door policy, noted that the attrition rate in the bottom third of students accepted is not significantly different from those admitted from the top third of their high school class at the University of Colorado.

Dr. Holmes said that we would see the community college taking over more of the education load in terms of the first two years of higher education. Dr. Holmes indicated that the community college would place more emphasis on instruction by faculty.

Monday, July 20 (cont'd)

Dr. Lakin said that students will be forcing themselves to resolve many of the existing communication-articulation problems.

Further discussion by the panel on the above topics continued, and was followed by questions from the participants.

Afternoon Session

Discussion Leader: Dr. Joe Malik, Assistant Professor of Education, Co-Director, CCLP, University of Colorado

Topic: "Orientation to Workshop Activities"

Dr. Malik discussed past workshops and the personnel and events of this year's workshop.

Dr. Beaty talked more about the specific events of this year's workshop and stated that there would be flexibility in the workshop outline with opportunity for questions, etc. The workshop participants were then introduced. It was noted that there was a wide variety of backgrounds, but similar interests.

Tuesday, July 21 Recorder: Wilson Sorenson

Morning Session

Discussion Leader: Dr. Paul Elsner, Director of Educational Services, District Office, Peralta Colleges, Oakland, California

Topic: "Trends in the Community College Movement"

Dr. Elsner described the organization of the Peralta Junior College District in the San Francisco Bay area, which includes Berkeley, Emeryville, Oakland, and Alameda. The Peralta District was formed in 1964. In California every area of the state is now included in a junior or community college district. Community colleges of 2,000-3,000 students are thought to be the most desirable in size and economy.

Some observed trends seem to be:

1. There is great competition for financial resources for funding the community college program.
2. There are stepped-up efforts to be more a part of the higher education system; this will help the community college get stronger legislative support.
3. The honeymoon stage of the community college is now about over and efforts must be made to live up to people's expectations.
4. Urban community colleges will become the model of the future. They represent all segments of the population.
5. Only 20 percent of community college students go on to four-year colleges, and the community colleges must be readapted accordingly.
6. The community service function of the colleges must provide for special activities of the area.

Tuesday, July 21 Recorder: Pete Deluca

Afternoon Session

Discussion Leader: Paul Elsner

Topic: "Trends in the Community College Movement" (cont'd)

Dr. Elsner continued the morning session by opening up the afternoon session to questions from the participants.

Mr. Mosier asked what kind of model could be developed to ensure that the community college would receive its proper recognition in the state. Dr. Elsner doubted that there was an ideal model, but that he wanted a system which gave community colleges a full partnership. Community colleges should have their own state-level office—in some states a board of regents might control the community college. Each community college should have some autonomy at the local level. Dr. Beaty added that when the community college had a local governing body with fiscal responsibility in the community, they could always tax themselves to support special projects.

Mr. Sorenson asked who should be responsible for education needs in a community and how to prevent overlap. Dr. Elsner answered that the junior colleges should keep away from any areas that are being satisfied by the local school districts.

Mr. Sorenson asked about remedial and language arts programs. Dr. Elsner replied that many students in the junior college are the educationally disadvantaged without the skills or ability to succeed.

Mr. Collymore asked what was being done to meet the needs of the people of the community and if the business community is asked to assist. Dr. Elsner referred to his remarks of the morning session and briefly stated that it is not enough to have a vocational thrust but it is necessary to develop more partnerships with business enterprises, particularly in the urban community.

Dr. Beaty stated that he felt that it was important that community colleges have follow-up programs that would determine how well an individual was performing on the job.

Mr. Poort asked how one could determine those individuals who had a good community college philosophy in the hiring of instructors and other

personnel. Dr. Elsner stated that he thought it was dangerous to recruit solely from teacher training institutions and that it takes a lot of different types of people to make an institution, such as community people with the ability to relate to people with or without a formal education.

The advisability of sports on an intercollegiate program in the community college was brought up. Dr. Elsner stated that as long as you can do without an intercollegiate program, you should do so. However, he added that intercollegiate sports were more important at rural colleges than in urban colleges. Strong intramural programs were recommended for all types of community colleges.

Mr. Hardman asked if there is a national trend for community colleges striving to become four-year institutions. Dr. Elsner stated that he knew of no such trend, and Dr. Beaty interjected that the trend is for community colleges to become more comprehensive.

Wednesday, July 22 Recorder: Joseph M. Hardman

Morning Session

Discussion Leader: Dr. Paul Elsner

Topic: "Some Prophecies"

Part A. Trends

The following is a summary of current trends:

1. Competition for scarce resources—the most critical problem of the '70s; will stress management services and instructional needs.
2. Movement from local interests to larger and more embracing partnerships—compacts, consortia; see Colorado Commission on Higher Education and status of junior colleges as part of three-part structure.
3. Shift in ideological foundations of junior college movement—old bases were economic growth, plus social and student attitudes.
4. Problems of urban areas may focus our greatest attention, as the result of ages of neglect, no national sensitivity to minorities, etc.
5. Implications of total democratization of higher education not fully known. What redirection of resources and missions? What kinds of institutions?
6. Movement to a constitutionalized mode of internal organization—constant service and reinforcement.
7. Dissent, conflict, stress produce elaborate political processes as fact of life in community colleges. We must get familiar with organizing complex organizations (frustrating), with collective bargaining; there is a need for training in these political arts. Oppression is now part of our posture, the problem is how to judiciously apply power to limit dissent.
8. The institution must become politically and socially involved.
9. Educational accountability will become reality during the '70s; this will involve tests, measurements, output analyses.

Part B. Discussion and Questions

1. How can we speed up development of instructional programs?

Beaty: In Colorado, new programs and curricula must be approved both by the State Board for Community Colleges (and Occupational Education) and by the State Commissioner; these processes may require a three-month delay. Curricula examples: stewardess training, Rangeley; gunsmithing,

Trinidad; agricultural-chemical programs elsewhere. Beaty suggested starting voc-tech programs of less than two years or degree level, and thus short-cut the state approval process to 30 days; obtain advance approval of the State Board's Vocational-Technical Division; use telephone for approvals. After starting programs via gentlemen's agreement to get the equipment and finances needed, then build on the second-year program (like a building block process), and ultimately seek state approval to issue degrees. Note that this requires one-two years of experience before approval rather than first obtaining approval in advance. Beaty stressed there is no need to rediscover America; rather, use Educational Resource Information Centers (ERIC) or other existing state programs to build on. Beaty also noted that in Colorado every junior college can become an area vocational-technical school designated by State Board, Vocational-Technical Division; only the Boulder Area Vocational School is not a community college.

W. Sorenson (President, Utah Technical College, Provo): Industry seeks quick program action and it cannot wait years and months for curriculum development; for instance in Utah, UTC acted in 30 days to set up a program for Corning Glass Co.

In Kansas and Iowa, it was pointed out that it takes about one year to set up new programs because they operate on a "cash basis law," so that every budget item must be ok'd by line-item, thus leaving no flexibility for swift changes in vo-tech programs. These two states will not approve anything not in the tentative institutional budget, which is approved one year in advance.

Possible solutions to this structural inflexibility include a contingency fund within the State Vocational Education Division, in order to meet the needs of new industry seeking to relocate within the state; alternatively, the State Division might pay out funds to schools immediately, and obtain federal reimbursement later (such as federal aid to impacted school districts); this permits setting up programs and showing their prior performance and commitment.

Beaty suggested using the legal power to contract as a solution, illustrating with samples that, by contract, his community college can arrange with industry or with local school districts to provide services and community college courses. Example: Aims set up voc-tech programs for 800 students in other districts using letters of intent with the Board's approval to start programs operating in 90 days. Other alternatives are inter-institutional cooperation, using contract law to share and provide

services; also community colleges might contract with four-year institutions regarding extensive services.

2. What inherent problems arise in servicing industrial needs too directly?

Sorenson: These are emergency over-budget expenditures to service industrial needs within the community. Elsner noted that Colorado tends to service industrial needs closely due to the State Board (Community College and Occupational Education) power structure. Elsewhere community colleges train for industrial needs and immediate employment demands, but seek to train broadly enough to apply to other jobs and occupations. Sorenson: First serve industry, then use night and other programs to broaden the base of such students who are already working.

R. Murray (St. Louis Junior College District): A broad base of training is required because St. Louis has too many firms and too diverse industrial activities; in that area, associate degrees earn extra pay, even at identical skill levels. Elsner noted that the Peralta Colleges used both approaches—immediate, narrow skill-training, plus broad-based training.

Beaty: State funds do pay for education systems, and education must meet state needs, including those of economic development and industrial relocation such as the requests of the Colorado Department of Commerce and Industry. Example: Dura Co. underwent a crash relocation from June to September involving removal of a sophisticated electronics plant from Detroit to Greeley; the necessary skills training was accomplished in 90 days. Many state governors use community colleges as assets to help promote industrial development. Beaty also stressed the two-way relations between business and industry such as that between Aims Community College and the Eastman Kodak Co., training local students on company equipment, even in eastern plants.

3. Community services and consortia

Robert Peterson (Arapahoe Community College): The institution's program is based on University of Colorado staff and its aid in setting goals; the activities are pursuant to the Higher Education Act of 1965—Title I. This enabled the Community College to set up relations with Denver Community College, Metro State College, and the University of Denver to develop community leadership programs involving eight schools including Mesa

Junior College and Colorado Mountain College; thus it combined independent college efforts plus pooled and combined efforts. Results included such activities as the Denver Community College—job match, employment via computer; plus Arapahoe's Institute for Community Development (AICD). The latter led to such items as low cost housing projects; improved government relations; provision of metro community services for six institutions, with students and minorities involved.

In October 1970, Arapahoe is planning a regional community development conference for Colorado and other mountain states, with the goal of sharing experiences and perhaps fiscal resources such as that between the eight-school consortium, especially stressing the push for community development. The first step is to set up cordial relations with government leaders, councilmen, and others; then move to service clubs, public relations campaigns, church groups, and human resources agencies. At Arapahoe, the Community College seeks to stimulate and catalyze activities and let the AICD carry forward the activities in such fields as community housing, etc.

Beaty: Initially concurs with the Arapahoe example: first, get State Board approval; and ok from your own trustees; then involve people; get where the action is, throughout the college's community area. As a broadly based approach, the college must take stands on issues—for example, Greeley's apathy, and dissension over the Community Action Program. Such activites lead inevitably to political power struggles and the college will be criticized for its action in the political arena. Elsner: At Peralta, the Colleges would not survive in Oakland-Berkeley unless they became politically active.

4. When funds are cut back, who is denied entry into junior college?

In Colorado, the University of Colorado and four-year institutions were told to stop diverting students to junior colleges; for instance, at the Cragmor Campus in Colorado Springs, El Paso Community College told C.U. to keep its students, because "we are a comprehensive Community College and generating our own new clientele."

This is an ideological question. Community colleges do not eliminate students otherwise barred to higher education, but they do have their first obligations to their own local clientele. At Peralta, the California colleges have eliminated most foreign students, and they do not admit out of district students as freshmen. This policy varies, since Colorado seeks

foreign students and there is basic need for diversity to avoid in-breeding of local students.

In Colorado, there is increasing direct legislative pressure to cut off the out-of-state students—usually via the tuition route, raising fees and costs. Aims' tuition is $30 for in-district Colorado students; $60 for in-state students, plus ad valorem charges for out-of-state students.

5. What response is made to claims of four-year institutions that junior colleges are cutting into their enrollment—especially enrollment in private institutions?

Community college transfer function is now overstated, although transfer students are significant, but the function is actually poor and nonproductive. The Medsker data show that 66 percent of students claim a transfer intent, but only one-third ever transfer, over a 3- to $3\frac{1}{2}$-year time span; the average time in community colleges for transfers is about 3 years. The net total is that about 15-20 percent of community college students ever actually transfer. Although the transfer function has been overstated, there can be a strong alliance between private in-state students and institutions and the community college.

6. Should community colleges sacrifice educational quality in order to accommodate more students, that is, reduce the quality to expand the quantity?

The first answer is: beware of becoming self-defeating; the challenge is to become a creative administrator. The second problem is to define quality. How do we make education more efficient and better utilize resources? Quality usually depends on individual needs, and the query is what is valid in curricula.

More students need not automatically imply less quality; rather, we must improve the use of instructional and media resources, e.g., multi-media approaches, tutorials, new learning techniques and teaching systems, laboratory studies, and creative use of resources. If we look upon this challenge properly, it may lead to a new renaissance in junior colleges, their curricula and operations. (Note: get the book Run Computer Run by Edgar; it relates to systems use in teaching.)

Proper goals of community colleges mean greater numbers, greater diversity, and higher quality standards—simultaneously.

We must beware the American Library Association (ALA) book lists and numbers game; look first at usage survey and avoid the simple numbers games. For instance, in library use, utilize consortia of six or seven schools plus public libraries; Colorado's goal is 30 books per FTE; ALA's minimum first holding is 16,000 volumes!

7. What are the research gaps in community colleges?

Accreditation: see the study by William Selden called Accreditation—Struggle for Standards.

More work is needed on student profiles (Chambers et al.); there are too few follow-up studies and no articulation programs. Only Illinois has a good articulation system; Iowa has studies of characteristics by Ken Hoyt (who has just moved with his program to the University of Maryland) plus other works and research by Dorothy Knoell of California.

Basic recommendation: the only admission document for community colleges should be a social security number, and there should be no tests until two semesters have passed or until time of exit.

There is general agreement on lack of a data base, especially for students. What happens to black students, their aspirations, concepts? Are they damaged or rewarded by community colleges?

Junior college institutional research, concepts and design are all needed vitally; for instance, Peralta with a $22 million operating budget has no research and development; private business normally operates with 7-10 percent research funding. (Note: see American College Testing article "What Every President Should Know." See also the Stearns model re: institutional press and the public relations climate for junior colleges.)

Junior college institutions need help and data, basically to authenticate their present operations. Examples are the college characteristics and internal studies, plus SAT profiles and other work, initially done by Stearns, above. Also, data are needed on student profiles: information on record but normally not revealed by welfare agencies; also by police and probation departments—via special personal relations, these can sometimes be retrieved and applied.

The operation problems arise from the urban multi-campus institutions such as Peralta, now with four campuses; and are compounded geometrically with their institutional relations and problems. There seems to be

presently available very little wisdom regarding the use of particular approaches or methods. Moral: more and better research is a vital need for junior colleges.

Wednesday, July 22 Recorder: Bob Peterson

Afternoon Session

Discussion Leaders: Stan Selby, Hewlett-Packard Company, Colorado Springs

Marvin Buckels, Midland Federal Savings and Loan Association, Denver

Topic: "Expectations of the Community College by Business and Industry"

Mr. Selby said that community colleges should reflect the type of training industry needs, specific training plus basic educational skills. He added that industry has a strong interest in helping the disadvantaged to become employable. At present, industry must recruit outside the local area in order to find trained individuals.

The question was asked: "From the viewpoint of the State Board, what can community colleges do?" Mr. Buckels replied that the total community as it exists must be considered. All the educational needs of the community, which are not already being served, should be served by the community college. He added that vocational education is sometimes guilty of preparing people for jobs which are already obsolete.

The question was asked: "Could you amplify on the organization and composition of the State Board for Community Colleges and Occupational Education?" Mr. Selby replied that the State Board has responsibility for vocational education at all levels, including the proprietary trade schools. The Board is trying to give strong direction to the state toward vocational education. Two members from each congressional district are on the Board, and it now has a representative for minority programs. Mr. Buckels noted that Colorado is one of three states in the union which has a separate board for occupational education. The community college division and the vocational education division share equal opportunity to appear in front of the Board.

Further questions were posed as to the program of the community college. Mr. Buckels stated that there was difficulty in recruiting minority staff, as the competition is very high. Also, the community college is playing an increasing role in vocational education. It was pointed out that a

technician can be as effective after two years of training as after four. Four-year technical programs are not needed, according to Mr. Selby.

The question was posed: "How does the State Board feel about proprietary schools?" Mr. Buckels replied that proprietary schools in the state are competing for scarce resources, i.e., entering into eligibility for federal funding. Many of these schools are owned by industry and are offering a serious challenge to public education; they have an aggressive recruiting program. The growth of proprietary schools indicates a failure of public education.

Thursday, July 23 Recorder: Bill Rickord

Morning Session

Discussion Leader: Dr. Al Philips, President, Tulsa Junior College, Tulsa, Oklahoma

Topic: "Establishing and Developing New Community Colleges"

A community college is like a chameleon in that it is always in the state of change. Each community college is purely individual with its operational policies being tailored to meet specific needs. What works in one school does not therefore mean that it will work in another school.

Systems approach involves three basic systems, outlined below. Always remember to: set your objectives, determine the vehicles to obtain the objectives, and evaluate the method used to achieve the stated objectives. The following points are primarily applicable to presidents of community colleges.

System I. Objectives

1. Read what is published, remembering what is said and what actually works can be two different things. Create an administrative style that reflects your own basic philosophy.

2. Be a true salesman; know your product and your local market.

3. Be the influential leader in your community college; it is only through your stimulating, inspiring leadership that the spark can be supplied to the staff.

4. You need to know: (a) legislative policies, procedures, and feelings, (b) what other types of colleges exist in the local district, and (c) what financial patterns exist and are available. The community where you live must be surveyed to assist you in determining what is needed when planning programs. Such data are very important to the future success of the school.

5. You also must be aware of all the intangibles such as: (a) How the college is viewed by the different parts of the community and is affected by the school. (b) The pulse of the community—especially be aware of the local power structure of business, schools, city government, community leaders, boards of directors, etc. (c) That the community will

change you more than you will be able to change the community. (d) That the community needs to be educated to the operational aspects of the college—its purpose and objectives. (e) That the community college is the grass roots institution of the community, with instant education being possible at this level. (f) Flexibility, which you must have to enable you to work with the community. Avoid "pat" statements that the press might pick up; become a master of dialogue and learn to be precise in an indefinite manner.

System II. Practical Objectives

1. Meet specific community needs, such as people needs; here is maximum opportunity for people development in academic and applied skill areas of education. Know the people and the market and match the people with the market. Bear in mind that general education requirements have not been proven to be especially helpful in developing people for applied skill areas.

2. Sell the product you have to sell to the community. Make speeches—talk it up in the community. Call upon local people in the power structures.

3. Generate support (dollars and backing) with public and private concerns. Get the most mileage out of the dollars allotted; sharpen up the operational policies of the school to meet the tight dollar needs as well as the student's needs. Remember there will be fewer dollars in the future for "brick and mortar," and that public institutions will be out calling upon private concerns more and more to enable the programs to be financed.

4. Emphasize that quality is not dependent upon sophistication.

5. Take students where they are—not where you want them to be. Be a true "open door" institution rather than a "revolving door" institution. Too many students' real needs are not being met due to superficial course requirements.

6. Accreditation is a must—work toward it.

Question: How do you work with and become aware of the power structures in the community?

Answer: Power groups operate in a "strata." It takes at least 9-12 months to become sensitive to the operational patterns of the power groups. Get to know: the president of the Chamber of Commerce, the

chairman of the board of directors and the presidents of the largest banks. Every two weeks try to meet with the leaders of the community and just visit about the community and observe how the school relates to it.

Question: As a college president, Dr. Philips, when contacted for a new position in a particular community, how do you assess the community before accepting the position?

Answer: I talk with the people who know the local beat. Be sure that what you believe in is compatible with the mores, culture, and political beliefs of the community. If their philosophy and yours do not seem compatible, don't take the position. You must be able to contribute to the community and like it.

Urban areas take more time and effort to develop a good working relationship with the power structures than do any other type of community.

Community services must be in balance with the needs of the community. By this is meant the balance that must be maintained between the various programs being offered: arts and science, trades and industry, adult education, etc.

System III. Paths and Vehicles Used to Reach the Stated Objectives

1. Tailor these to the community needs in a comprehensive, balanced manner. Try a program approach based on: 75 percent in arts and science and 25 percent in trades and industry. See that you don't grow lopsidedly—both must be tuned into the needs of the community and grow together accordingly. Be careful not to absorb existing programs that will not go or are on the way out. There is a strong danger that you may lose identity when you take over any existing program. Don't take staff from existing programs indiscriminately—hire them as new employees.

2. Organizational plan and structure: Line and staff charts are easy to be hung up on and are basically for the birds. Be people-oriented rather than chart-oriented. A rule of thumb for administrators should be to start simply and broaden from the base, being careful not to make set policy. Keep flexible and tuned into the immediate situation. A high level administrative team approach works best. Experience is much more important than any Ph.D. or other degree in the making of a successful community college. A team approach improves communication lines and avoids the pitfall of "empire" building. Pick people who can work well together and who have the same goals in mind. This avoids rank and staff problems that so often exist unnecessarily.

3. The instructional base you start with should be broad. Departments should be interested in teaching people rather than being concerned about departmental structure or orientation; this avoids schisms between departments. The approach at Tulsa is divisional rather than departmental.

4. Staff selection: the administrative order of selection is (a) the president is hired first, and (b) the administrative staff is then hired, with people being hired "who can do" and "who have done." You usually hire such people from other institutions. The rule of thumb is to hire winners who have growth factors, are hungry to succeed, are intuitive, have age going for them, are aggressive, and still are climbing up the ladder of success.

5. An administrator should do his own planning rather than using a contracted planning service for future growth factors of staff, programs, etc.

6. Faculty selection: Get to know the person by interviewing him twice. Have the prospective faculty employee interviewed by two people —the president and the vice president. The best source for the academic program are high school teachers; the best source for vocational-technical programs are industry workers with the necessary personal attributes of a teacher. Concern for human beings is very important—more so than any degree. The master's degree holders rather than Ph.D.s are desired in the community college. These people will stay longer than the Ph.D.s, who are often there for a short period of time.

Question: What do you look for in selecting an applicant?
Answer: His application form must be completed to show: breadth of experience, breadth of interests, breadth of education, and what the applicant can do for the institution. Make telephone calls for cross-reference purposes. A general sharing of philosophical terms before hiring someone is a good step toward hiring a sound person.

Thursday, July 23 Recorder: Michael Reis

Afternoon Session

Discussion Leader: Al Philips

Topic: "Establishing and Developing New Community Colleges" (Continued)

Dr. Philips stated that the first thing to take into consideration would be site selection, followed by: (a) funding, accessibility, land prices, population studies; and (b) finding a suitable architect (choice and allocation of architect's duties and responsibilities).

Following this, student services should be set up:

1. Counseling—a vital service, which is sometimes ineffective.
2. Acquisition of professional agencies inaccessable on most college campuses.
3. Selection of faculty members knowledgeable in specialized areas.
4. Selling broad occupational programs as opposed to narrowly guiding students.
5. Employment and follow-up services for students.

Then, there is the "onion" idea of program development:

1. Use advisory committees.
2. Need supplementary skills.
3. Avoid academic courses which may depress program.
4. Have a broad spectrum—be able to help people wherever they may be academically.

Friday, July 24 Recorder: Robert S. Trotter, Jr.

Morning Session

Discussion Leader: Dr. Ed Beaty, President, Aims College, Greeley

Topic: "The Planning Sequence"

The Aims College Master Plan, which was drawn up at the University of Colorado, was discussed.

Robert Shreve, one of the architects who worked on the master plan, said that classrooms, teaching labs, physical education, faculty offices, other teaching facilities, other instruction facilities, library, administration, and physical plant were architectural considerations recommended by the Colorado Commission on Higher Education. Architecturally, Aims Community College was laid out as a mega-building design to be implemented in four phases.

Afternoon Session

Discussion Leaders: Ed Beaty; Robert Shreve, Architect, and John Haley, Consulting Engineer, Nelson, Haley, Patterson & Quirk, Greeley; Dr. Thomas M. Shay, Associate Professor of Education, CCLP, University of Colorado, Boulder

Topic: "The Planning Sequence" (Continued)

Mr. Shreve stated that all of the program plan steps of Phase I must be completed before the state will release funds for the start of a building. These include the location of the building and the establishing of space requirements.

Dr. Beaty discussed how an architect was chosen for the college. Neal Carpenter, one of the architects, divided the planning process into: function, cost, and esthetics-design. He stated that the limited time factor was very helpful from the overall viewpoint of efficiency.

John Haley took a "look down the road" regarding northern Colorado, and made the following comments:

Friday, July 24 (cont'd)

1. There are very serious ills and tremendous attractions.
2. Big industry is taking notice of the area and doing things right.
3. The center of gravity is shifting out of the metropolitan Denver area.
4. Technology developed in the '60s will become applicable in the '70s.
5. There are opportunities for related businesses to be owned, operated, and run by minority people.

Monday, July 27 Recorder: Steven Poort

Morning Session

Discussion Leader: Dr. Terry O'Banion, Assistant Professor of Education, University of Illinois, Urbana, Illinois

Topic: "Student Personnel Services"

Dr. O'Banion characterized the current status of community junior colleges as "producing institutions" which manufacture products to be consumed by four-year colleges and the local economy. He stated that if this production model is continued it will dehumanize education and we must change this image into a people-oriented and humanizing one.

The requirements for this change are:

1. The students must become the subject matter, rather than fragmentizing the subject matter into academic disciplines.
2. There is no teaching unless learning occurs.
3. The barriers to learning, such as grades and suspension regulations, must be removed.
4. Evaluation should be the responsibility of the student rather than the teacher.
5. If we can humanize the learning process then we can lessen the rigidity of role definition between teachers, students, student personnel workers, and administrators, and simply let people learn from one another. Every student is a gifted person, even those who attend junior colleges. Each person is gifted in his own way.

Courses in human sensitivity are becoming more and more accepted as playing an important role in making it possible for individuals to learn more about themselves—a group learning situation.

Too much attention is paid to what is easiest, rather than to implement what is needed in American education.

Monday, July 27 Recorder: C. Wahlberg

Afternoon Session

Discussion Leader: Terry O'Banion

Topic: "Student Personnel Services" (Continued)

The following items were discussed:

1. Techniques for humanizing education. These include the book Freedom to Learn by Rogers, encounter groups among faculty (as mentioned this morning), and conferences away from campus. A little of the future of the community college was discussed. Special attention was given to work ethic vs. development of human potential.

2. The role of the counselor. This person primarily aids students in trouble—those not responding to faculty, the institution, or individuals. Some examples of counseling are a repressing or regulating agent—one who sees that people behave; counseling as maintenance, a series of services but no specific program; and the counselor as a pseudo-psychotherapist. There will be an AAJC (American Association of Junior Colleges) position paper out soon which will cover: (a) Human development facilities—the new kind of person and function. (b) Development of programs causing positive changes in student behavior. (c) Organizational structure—decentralizing throughout the college both function and facility, but making the Dean of Student Services responsible (this person should have the same status as the Dean of Instruction). (d) Student personnel services—these may come to fruition in the community college.

3. What do students want from a counselor? To find out, look at usage, and provide follow-up, feedback.

4. The educational advising function. Alternatives were that every faculty member be an advisor; selected faculty be advisors and have released time, extra pay; faculty counsel in special areas and have some counselors; counselors do most counseling, instructors some; counselors do all advising; students do advising; trained paraprofessionals do advising.

5. Do schools have advisory committees for student personnel services?

6. What is happening in the area of student activities? Examples are group encounters, community action groups, and students being involved in governance. National Student Association in Washington, D.C., has information.

7. Does student unrest exist on community college campuses? Yes, particularly on urban campuses. The community college must be involved in problems of society if it is to be pertinent. There needs to be a humanizing approach to the educational process.

Tuesday, July 28 Recorder: Al Green

Morning Session

Discussion Leader: Jack Orcutt, Division of College Support, U.S. Office of Education, and Joseph Hardman, Chief, Institutional Eligibility Unit, Junior Colleges and Institutes, U.S. Department of Health, Education and Welfare, Washington, D.C.

Topic: "Federal Programs"

The budget for the U.S. Department of Health, Education and Welfare is $60 billion per year. There are now seven operating bureaus within the U.S. Office of Education of H.E.W.; legislation is pending for an eighth bureau of junior and community colleges. These bureaus distribute monies to such areas as schools, program funds, students, and other agencies and departments such as the FAA and HUD. Two-year institutions can apply for 58 different projects. They are funded in various ways, and by different programs. Actually, an institution is entitled to dual benefits, if it can qualify for them. A school must be accredited or pre-accredited before it can qualify for funds. If it has more than one campus, these should be separated into special identifiable areas.

To meet criteria for funding, institutions must: (a) admit only high school graduates; (b) be legally authorized to function; (c) offer A.S. or A.A. degrees, or one-year programs in vocational areas; (d) be public or non-profit; (e) be accredited or pre-accredited (recognized candidates or correspondents); (f) have a civil rights compliance; (g) have a sectarian exclusion clause (this clause is being rescinded and looked at very closely by the Bureau of Higher Education).

Regional accreditation is unique to the U.S.; such accreditation excludes state and federal action. The various regional accrediting institutions are presently making some changes that will hopefully help the junior college movement.

The present status of funding lies with Washington.

1. Indirect federal funding is utilized. The Federal Government uses an outside lendee but guarantees the interest charged.
2. The only way for schools to obtain more money is to have Congress appropriate more funds.

The major and essential steps for funding are to:

1. Know basic problems of your institution; know your people, programs, etc., and identify your need—make a good, thorough study. Then write a good proposal.

2. A junior college is in a good position for funds if it has low income and minority students enrolled, although it is difficult to determine an exact amount of money earned by parents in low income areas. Do not be too general in your proposal; state exactly what you mean. Also develop a federal funding library. It should list every program being funded. This can be procured from Mr. Orcutt's office. It would help if you can find a model that has already been funded. Your institution should continually be looking for grants from other agencies. Money is available, you just need to look for the funding agencies.

3. Guidelines—make a study of hearings. Review weaknesses of guidelines, and then get feedback from people in the field. In geographic funding, access becomes a problem. Funds need to be spread around. The average size of the grants should be studied. Junior colleges usually do not ask for enough money. Last, get to know the regional, state, and federal program people—they will provide a better understanding to the writing of a successful program.

Tuesday, July 28 Recorder: Charles Rogers

Afternoon Session

Discussion Leader: Jack Orcutt

Topic: "Federal Programs" (Continued)

The early discussion was focused on proposal acceptance, beginning with a listing of some of the things which generate a high priority for program approval and subsequent funding. Some of these facets, not necessarily in order of their importance, are:

1. Programs to train part-time teachers for two-year colleges.
2. Special assistance for disadvantaged students.
3. Consortium arrangements.
4. Multi-year commitments—building on success.
5. A team effect in which several persons from the same institution having unlike but related responsibilities might attend a conference or workshop directed toward the speciality of one of the participants.
6. Training of leaders so that there might be a multiplier effect.

Some of the programs which would probably receive a low priority would be:

1. Programs which have little impact except for the individual conducting the program.
2. Programs which only provide staff.
3. Poorly prepared and poorly documented proposals.

It was suggested that in preparing proposals the individual or individuals concerned in the development of the program be involved, albeit a federal program officer should be employed by the institution though it may be on a part-time basis only. Though the proposal should contain all pertinent information, it should be succinctly presented. The budget should accurately reflect the objectives of the program and should contain all legitimate costs. When writing such a proposal or planning a program you should not hesitate to contact the federal program officer by phone or in person to resolve any problem.

Some time was spent in specific consideration of the Developing Institutions Program, particularly with regard to the kinds of programs most likely to be funded, as well as how best to remove some of the limitations for qualifying as a developing institution. The solution to the latter

problem seems to lie with Congress. The three types of Developing Institutions Programs and their order of priority are:

1. Consortium
2. Bi-lateral
3. Uni-lateral

A high priority is given to programs designed to serve minority students.

In reply to the question of institutional accountability in handling of federal programs, it was stated that program and budgetary reports are required, institutions are visited by program officers, and internal and external auditing occurs. It was emphasized that the integrity of the institution is of prime importance in program development, proposal preparation, and accountability.

Wednesday, July 29 Recorder: R. H. Mosier

Morning Session

Discussion Leaders: Robert Huff, Regional Training Director, and Michael Young, Consultant, Planning and Management Systems (formerly Management Information Systems (MIS)), WICHE, Boulder

Topic: "Management Information Systems (MIS)"

The intent of the program was to bring about some standard and commonality of data concerning higher education and to develop more sophisticated tools and mechanisms for decision-making. It is needed because higher education is in trouble. Pressures are being felt in terms of accountability and economy.

Points discussed:

1. Program budgeting and accounting will only yield more meaningful information. It will not solve the problem.
2. A basic decision is the determination of the question: Is the change worth it in terms of time and cost (up to $100,000)?
3. MIS is a planning, programming, and budgeting system designed to help institutions decide where they are going, how they will get there, and how much it will cost. The goal is optimization—to allow orchestration of the total institution.
4. Steps in creating a simulation model: (a) define the problem, (b) list constraints, (c) identify controllable variables, (d) identify uncontrollable variables, (e) define relationship between key variables, (f) collect data, and (g) test the model.
5. WICHE has three basic segments: (a) Special Higher Education Program, (b) Mental Health Division, and (c) Planning and Management Systems (formerly Management Information Systems (MIS)).
6. Prior to MIS we have been trying to exchange data at the departmental level. The problem is to establish a standard, i.e., HEGIS (Higher Education General Informative Survey) taxonomy.
7. It should be noted that in program accounting, full costing may distort small programs and cause basic errors in decision-making.
8. Manuals and booklets issued as a part of the WICHE-MIS presentation should be referred to for a basic review of the more detailed presentation concerning MIS.

Wednesday, July 29 Recorder: Sr. M. Richard Pendergast

Afternoon Session

Discussion Leaders: Robert Huff and Michael Young

Topic: "Management Information Systems (MIS)" (Continued)

Michael Young conducted a WICHE-MIS training session in which participants translated a list of account descriptions into Program Classification Structure code, checked the coding, and then had demonstrated for them by overhead projections how this coding enabled the computer to give a variety of meaningful trace-back aggregations.

This was followed by a slide presentation by Robert Huff on program budgeting at Micro U, a hypothetical institution which, though very simple in structure, embodied a microcosm of the higher education management problems related to the MIS program.

The final session was devoted to a discussion of output measures. Growing out of a National Invitational Seminar and other sources a list of variables—students, environment, research, and public service—has been drawn up which seems to be the desirable measurable outputs with the possibility of adding others.

Incorporated into the presentations was an explanation of the relationship of the WICHE program to the HEGIS classification chart and government reporting. The observation was also made that cost comparisons between institutions must also include comparisons of environment, outputs, etc.—in short, the whole picture.

Thursday, July 30 Recorder: M. Leon Foster

Morning Session

Discussion Leader: Dr. Beaty

Topic: "Critique—Discussion by Participants"

Dr. Beaty stated his "law of survival" was that as long as he feels that he is functioning in a college to the best interest of the community, he should use all the powers of the community to protect himself. He must be in the trust of the community. Some administrators tend to maintain a personal power structure. Dr. Beaty continued that the community colleges are caught in the middle of the educational system, but have been somewhat immune to criticism. He feels that the community colleges should be flexible enough to fit the changing pattern of the community.

Dr. Beaty discussed the "special needs" classes at Aims College. Students may attend these classes at any time. First-year programs were directed toward men students; later, women became involved in training.

Small "T" groups were planned for the afternoon session with meetings designed around special areas.

Thursday, July 30 Recorder: Robert E. Murray

Afternoon Session

Discussion Leader: None

Topic: "Special Interest Group Discussions"

A group led by Carl Wahlberg discussed student services. Dr. Beaty led another group on funding ideas. Robert Trotter led a group in discussion of the class visit to the Community College of Denver. Other groups discussed faculty negotiations and urban studies.

Friday, July 31 Recorder: Alan Workman

Morning Session

Discussion Leader: Joe Malik

Topic: Workshop Summation and Evaluation

Dr. Malik gave a resume of the evaluation purpose which included two basic forms: an evaluation of Dr. Beaty as workshop director, and an evaluation of the University of Colorado Mountain-Plains CCLP Workshop 1970.

In concluding remarks by Drs. Malik and Beaty, the participants were invited to write Dr. Malik with any questions or problems and were invited to keep in touch; Dr. Beaty told the group he felt he had received numerous benefits from the workshop and wished all the participants good luck in the future. A group photo of the workshop participants was given to each participant.

UNIVERSITY OF COLORADO
SCHOOL OF EDUCATION

Mountain-Plains CCLP

WORKSHOP IN COMMUNITY COLLEGE ADMINISTRATION
July 20 - July 31, 1970

Workshop Director: Ed Beaty, President, Aims College, Greeley, Colorado

Monday, July 20

Reception

Panel Discussion—"The Role of the Community College in Higher Education"

Ed Beaty, President, Aims College, Greeley, Discussion Leader

Darrell Holmes, President, University of Northern Colorado, Greeley

George Rainsford, Assistant to the President, University of Colorado, Boulder

Frank Lakin, Vice President for Academic Affairs, University of Northern Colorado, Greeley

Orientation to Workshop Activities

Tuesday, July 21

"Trends in the Community College Movement"—Paul Elsner, Director of Educational Services, District Office, Peralta Colleges, Oakland, California

Continuation of morning discussion

Wednesday, July 22

"Some Prophecies"—Paul Elsner

Panel Discussion—"Expectations of the Community College by Business and Industry"

Stan Selby, Hewlett-Packard Company, Colorado Springs

Marvin Buckels, Midland Federal Savings and Loan Association, Denver

Thursday, July 23

"Establishing and Developing New Community Colleges"—Al Philips, President, Tulsa Junior College, Tulsa, Oklahoma

Continuation of morning discussion

Friday, July 24

Panel Discussion—"The Planning Sequence"

Ed Beaty, President, Aims College, Greeley, Colorado

Thomas M. Shay, Associate Professor of Education, Co-Director, CCLP, University of Colorado, Boulder

John Haley, Consulting Engineer, Nelson, Haley, Patterson & Quirk, Greeley

Robert Shreve, Architect, Nelson, Haley, Patterson & Quirk, Greeley

Continuation of morning discussion

Monday, July 27

"Student Personnel Services"—Terry O'Banion, Assistant Professor of Higher Education, University of Illinois, Urbana, Illinois

Continuation of morning discussion

Tuesday, July 28

"Federal Programs"—Jack Orcutt, Division of College Support, U.S. Office of Education, Washington, D.C.

Continuation of morning discussion

Wednesday, July 29

"Management Information Systems"—Ben Lawrence, Director, and Robert Huff, Assistant Director, Planning and Management Systems, Western Interstate Commission for Higher Education (WICHE), Boulder

Continuation of morning discussion

Thursday, July 30

"Critique—Discussion by Participants"

"Special Interest Group Discussions"

Friday, July 31

"Workshop Summation and Evaluation"

WORKSHOP IN COMMUNITY COLLEGE ADMINISTRATION
ROSTER OF PARTICIPANTS
Summer 1970

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